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ABSTRACT

This student's guide to Title IX of the Education Amendments of 1972 identifies and discusses sex discrimination, sexual stereotyping, and sexual bias in: (1) athletic programs; (2) physical education; (3) vocational education; (4) school rules, customs and policies; and (5) curriculum materials. The guide provides students with the correct procedures for filing Title IX complaints. A list of agencies and committees that publish sex equity materials is included in the pamphlet. (APM)

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Destination... Sex-Fair Education

A Student's
Introduction
to
Title IX

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Text by Terri Reed
Illustrations by Tom Ross

The Pennsylvania Department of Education is grateful to Mary Ellen Verheyden-Hilliard, president of Verheyden & Associates, Washington D.C.; Norma Raffel, National Association of State Boards of Education; Evelyn Frantz, Pennsylvania Commission for Women; and students of the Harrisburg-Steelton-Highspire Vo-Tech School who offered suggestions for this booklet. Also, special thanks to Lori Cook, poster artist, and her commercial art teacher, Paul M. Houser, SUN Area Vo-Tech School, for their time and co-operation.

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DESTINATION . . . . . SEX-FAIR EDUCATION

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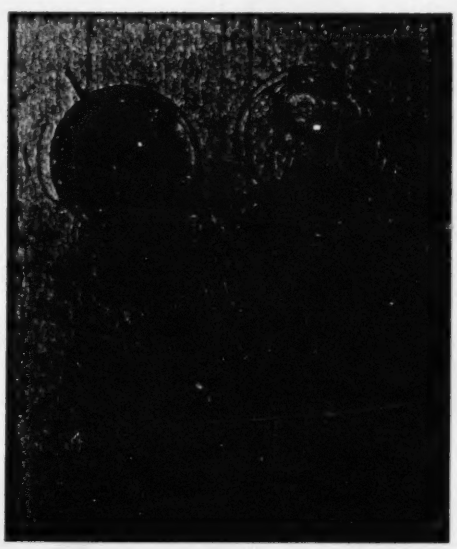
There are many worlds
in another

You are invited to be a crew member aboard a special ship. Its mission is to search for a new world in your school—Sex-Fair Education.

In this new world, all opportunities at your school are open to you, whether you are a female or male earthling. Teachers and friends no longer expect you to have certain behaviors or abilities because of your sex.

In *Sex-Fair Education,* you are free to venture on paths once closed to you because of your sex. There are no such things as "no trespassing" signs. Every road is open to you.

Your ship is leaving soon. Do not worry about piloting the ship because it has a preset flight path through your school. All you need for this mission is a memory bank to record what you see and hear.



Before you begin your journey, be aware of an opponent called *sex discrimination*.

Unless you know how to challenge *sex discrimination*, you may not reach your destination.

Social scientists on your planet explain *sex discrimination* as an action based on the belief that one sex should not or cannot have the same opportunity as the other sex. Sometimes, this action is unintentional because *sex discrimination* has been a part of human culture for many centuries.*

If you're a male earthling and teachers and counselors tell you:
—"Boys cannot learn to use a typewriter."
—"Boys cannot enroll in the vocational education medical assistant program."
—"Boys cannot learn to become elementary teachers."
This is an act of *sex discrimination*!

And if you're a female earthling and teachers and counselors tell you:
—"Girls cannot learn how to fix an automobile engine."
—"Girls cannot enroll in the vocational education electronics program."
—"Girls cannot learn how to become school administrators."
This also is an act of *sex discrimination*!

In recent years, the subject of *sex discrimination* has appeared on radio and television, in songs, films, newspapers, judiciary systems, places of employment, schools, and just about everywhere.

*Besides *sex descrimination*, there are also other behaviors, attitudes and beliefs which are sexist. There is sex-role socialization, sex bias and occupational sex-role stereotyping for example. See page 29, Relief Ships, to obtain more information about sexism.

Many earthlings become alarmed when there is *sex discrimination* because they know how harmful it can be.

What harm is done to a high school female earthling who lives in an environment (home, school and community) where *sex discrimination* is practiced?

- She doubts her intellectual abilities.
- She is not encouraged to explore a wide range of careers.
- She is more likely to be judged by her appearance than by her capabilities.
- She falsely believes that her future marriage and family are the only responsibilities she will have in life.
- Her self-worth is defined by how men and boys think of her rather than by her own achievements.
- She learns to "play second fiddle" in life, believing that her role is to be a "follower" not a "doer."

What harm is done to a high school male earthling who lives in an environment of *sex discrimination?*

- He suppresses his fears of failure, weakness and doubts, and learns to keep a "stiff upper lip."
- His career plans are varied, but he often follows a career that others push him into.
- He constantly worries about "manliness" because of his fear that others will call him a "sissy."
- He is not encouraged to learn how to share homemaking and child care responsibilities of his future family.
- His self-worth is defined by how others view his academic and social achievements.
- He falsely believes his future wife will not have to work to contribute to family financial needs.

You now know the dangers of *sex discrimination*. You understand how it operates, and how it stunts the growth of both male and female earthlings. Just as malnutrition stunts your physical growth, *sex discrimination* stunts your social, emotional, intellectual and occupational growth.

As you journey toward *Sex-Fair Education*, you will come face to face with *sex discrimination*. Be prepared to challenge it so that you may safely reach your destination.

To help you with your challenge, the United States Congress devised a special tool in 1972 to end *sex discrimination* in your school. It is called "Title Nine".

> "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."
>
> (Title IX of the Education Amendments of 1972).

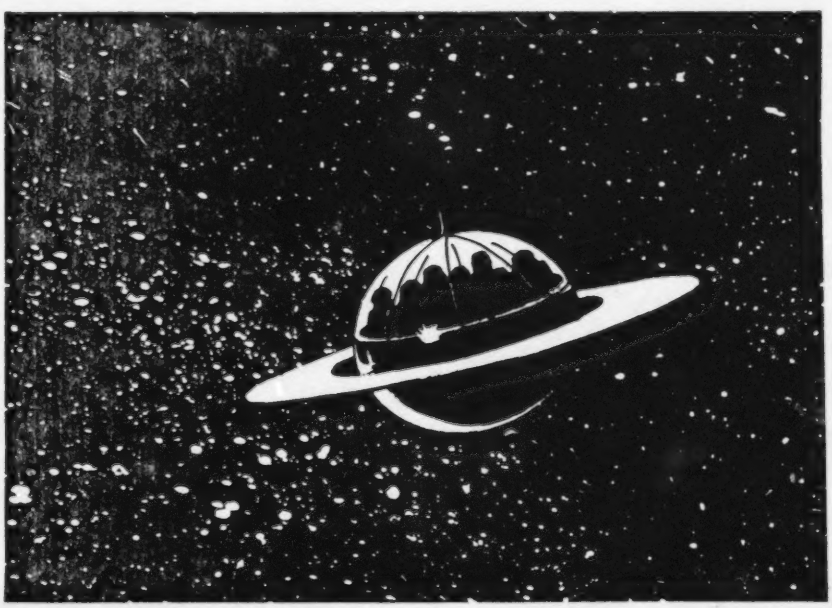
Title IX is your protection. Carry it with you at all times. When *sex discrimination* pops up during your journey, challenge it by using the Title Nine Distress Signal (see page 24 for operating instructions). If properly activated, this distress signal will alert school and government officials to your conflict. With their help, *sex discrimination* can be removed from your flight path.

Athletic Programs

You are now aboard ship and off to your first port stop—Athletic Programs.

The fun-filled, exciting world of extra-curricular sports offers young earthlings a way to develop skills in leadership, teamwork and fair play. Your school probably has an intramural sports program in which interest is more important than skill and an interscholastic sports program in which competitive skills are important.

Look at your school's intramural sports program. Are there many sports for males but only a few sports for females? Are there "girls' teams" and "boys' team"? If so, sound the Title Nine Distress Signal! Under Title IX, every intramural sport must include female and male earthlings on the same team, though females and males may form single-sex teams in contact sports such as basketball, wrestling and football. Also, if intramural sports programs are limited in number for females, your school must expand its program to give females an equal chance to participate.



Look at your school's interscholastic sports program. Because competitive skills are stressed, athletes may form single-sex teams in contact and noncontact sports. However, in Pennsylvania, females may try out for, practice with and compete on boys' interscholastic sports teams, including contact sports. In 1975, the Pennsylvania Commonwealth Court ruled that denying girls participation in any interscholastic sports program was a violation of Pennsylvania's Equal Rights Amendment.

For example, let's suppose a school has a boy's soccer team in its interscholastic sports program but no girls' soccer team; and several girls would like to try out for the boys' team. The school must allow all interested girls and boys to try out for the team. Let's also suppose that 15 girls fail to qualify. They may form a separate girls' soccer team if interscholastic sports were previously limited for females. Even though the school now has boys' and girls' soccer teams, girls may still try out for both teams.

Under Title IX, single-sex teams, such as a girls' swimming team and a boys' swimming team, must have equal opportunities in practice time, scheduling of games, awards, travel, coaching expertise and all other accommodations.

Do you see *sex discrimination* in your school's athletic programs? Sound the Title Nine Distress Signal if you do!

Physical Education

Your ship is off to another port—Physical Eduation. Unlike Athletic Programs, this world of sports is required for graduation, since earthlings receive grades for their accomplishments.

Keep your memory bank handy. Are females and males in separate physical education classes? Title IX requires your school to include males and females in the same class. If a contact sport such as basketball is being taught, males and females may be separated while skills are practiced. Instruction, however, must include females and males in the same class.

Are only males required to play football and only females required to take part in slimnastics? Title IX specifies that physical education requirements be equal for all students, regardless of their sex.

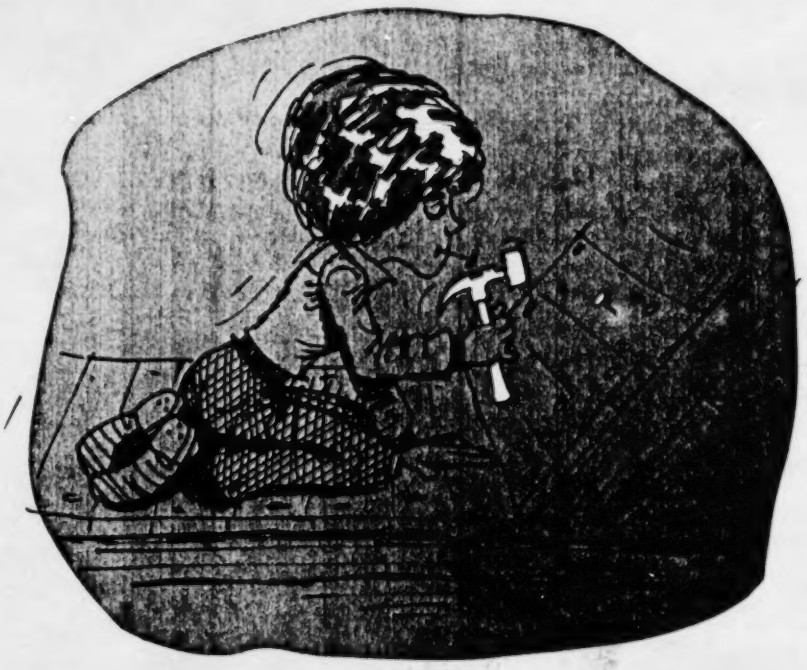
Many earthlings worry about participating with the opposite sex in physical education courses. Females may worry about their soccer skills, and males may worry about their slimnastics skills. But under Title IX, there is no need to doubt one's competence because teachers must evaluate a student's accomplishment on a fair and individual basis.

For example, no teacher may expect every student to complete 50-push-ups. Some students may complete five, others may complete 15, and still others may complete 50. Each student's grade, however, should be based on ability and potential, not on the number of push-ups completed.

Do you see *sex discrimination* in Physical Education? If so, reach for the Title Nine Distress Signal!

Vocational Education

Your next port is Vocational Education. Most schools have pre-vocational education courses such as cooking, automotive mechanics, woodworking, metalworking, consumerism and electrical repair. In these classes, earthlings learn important life skills. They also gain a sense of accomplishment and satisfaction. It's nice to be able to say, "I did it all by myself!"



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In addition to pre-vocational education courses, there are vocational technical schools and high schools that offer vocational education programs. At these schools, earthlings learn job skills.

Take a critical look at your school's vocational education courses and programs. Do you see "only girls" in home economics classes or "only boys" in mechanics classes? Are certain courses or programs for "boys only" or "girls only"?

For example, probably no males are enrolled in your school's vocational education health assistant program, and probably no females are enrolled in the electrical maintenance and repair program. Many students, school personnel and parents falsely believe that "only boys" can learn to be repairers and "only girls" can learn to be health assistants. This kind of thinking is called "occupational sex-role stereotyping."

But, in *Sex-Fair Education* there is no occupational sex-role stereotyping. Females as well as males can learn to be repairers, and males as well as females can learn to be health assistants. Title IX requires every vocational education course and program to be equally available to male and female earthlings.

For an explanation of why people falsely believe that "only boys" should be plumbers, or "only girls" should be office and clerical workers, for example, take a look at your ship's computer read-out.

DATA — THE AMERICAN WORK FORCE

HISTORICAL BACKGROUND: The paid labor force was largely male until the late 20th Century. The few women who worked in the paid labor force were usually delegated jobs that required little training or education. Training and educational opportunities for women were limited.

UPDATE REPORT, 1980: The paid labor force is 43 percent female, and almost 1 out of 2 women work. Some sociologists say that the dramatic increase of women in the labor force is the most outstanding change of the 20th Century. Projections by the U.S. Department of Labor estimate that by 1990, the labor force will be 50 percent female; six of 10 high school females today can expect to work outside the home for at least 30 years; nine of 10 will enter the work force at some point in life; four of 10 will be sole supporters of their families; and high school males will share family and financial responsibilities with employed wives. The average woman in the paid labor force, however, works in a low-paying and "dead-end" job. Although she is as well educated as a working man, she received different kinds of education, training and counseling which directed her into a low-paying job that provides little chance of advancement. As a result, the average woman working full-time in the paid labor force earns 59 cents for every dollar the average man earns working full-time.

DATA CONCLUSION: Continued belief in "men's work" and "women's work" is unrealistic and will harm the occupational growth of young earthlings. Females in high school who continue to receive education, training and counseling that differs from male earthlings' can expect to work in low-paying jobs. Today U.S. laws forbid sex discrimination in hiring and employment. They also forbid different kinds of education, training and counseling for females and males in school.

Look at your occupational plans. Ask your friends about their occupational plans. Is a female friend who enjoys woodworking given an opportunity to look into carpentry careers? Is a male friend who enjoys working with children being encouraged to consider a career in child care?

Now look at your school's counseling programs and services, career films, brochures, books, employment notices on the bulletin board, and other items which publicize careers. Do you see *sex discrimination*? For example, are only males encouraged to enroll in trade and industrial programs at your vocational school? Are only females encouraged to enroll in business and health programs?

If a brochure explains carpentry careers, does it show pictures of female carpenters as well as male carpenters? If a film explains business careers, does it show male office and clerical workers as well as female office and clerical workers?

Under Title IX, career counseling services and materials must be sex-fair. Sound the Title Nine Distress Signal if you detect *sex discrimination*! When *sex discrimination* is removed from your flight path, you will discover a new world of occupations!

Rules, Customs and School Policies

Rules, Customs and School Policies is your next port of call. Here, you will see classroom practices, discipline, awards and policies which affect students.

Look at discipline. Are males suspended while females are verbally reprimanded for the same offense? When a male disrupts a class, is he removed from the room while a female who disrupts the class is allowed to remain in class?

Look at classroom practices. Does a girls' team compete with a boys' team in oral quizzes, math problems or spelling bees? Does a teacher ask only males to pull shades, close doors and move chairs, and ask only females to distribute papers and pencils?

If females and males are disciplined differently for the same behaviors or if they are otherwise treated differently in classrooms, these are acts of *sex discrimination.*

Look at awards—athletic and academic—offered by your school or by community organizations. Under Title IX, awards must be based on criteria that make it possible for persons of both sexes to win.

If your school awards trophies to the best all-round female and male athletes, for example, in a sport that is legally separate, the trophies must be awarded in an equal manner and signify their equal importance in terms of size, display and the like.

Academic awards, under Title IX, must go to the most deserving student, male or female. For example, a community organization may wish to award a scholarship to the highest achieving male. Your school principal has an obligation to inform the organization that if a female student is more deserving, she must receive the award. Your school principal also has an obligation to stop all award practices, athletic and academic, that discriminate on the basis of sex.

Now look at school policies. One policy of importance is your school's obligation to pregnant or married students. What happens to students who are pregnant or married? Do they remain in school, quit school, take a leave of absence or attend a special school?

For background information on pregnant or married students, take a look at the ship's computer read-out.

DATA — PREGNANT OR MARRIED STUDENTS IN HIGH SCHOOL

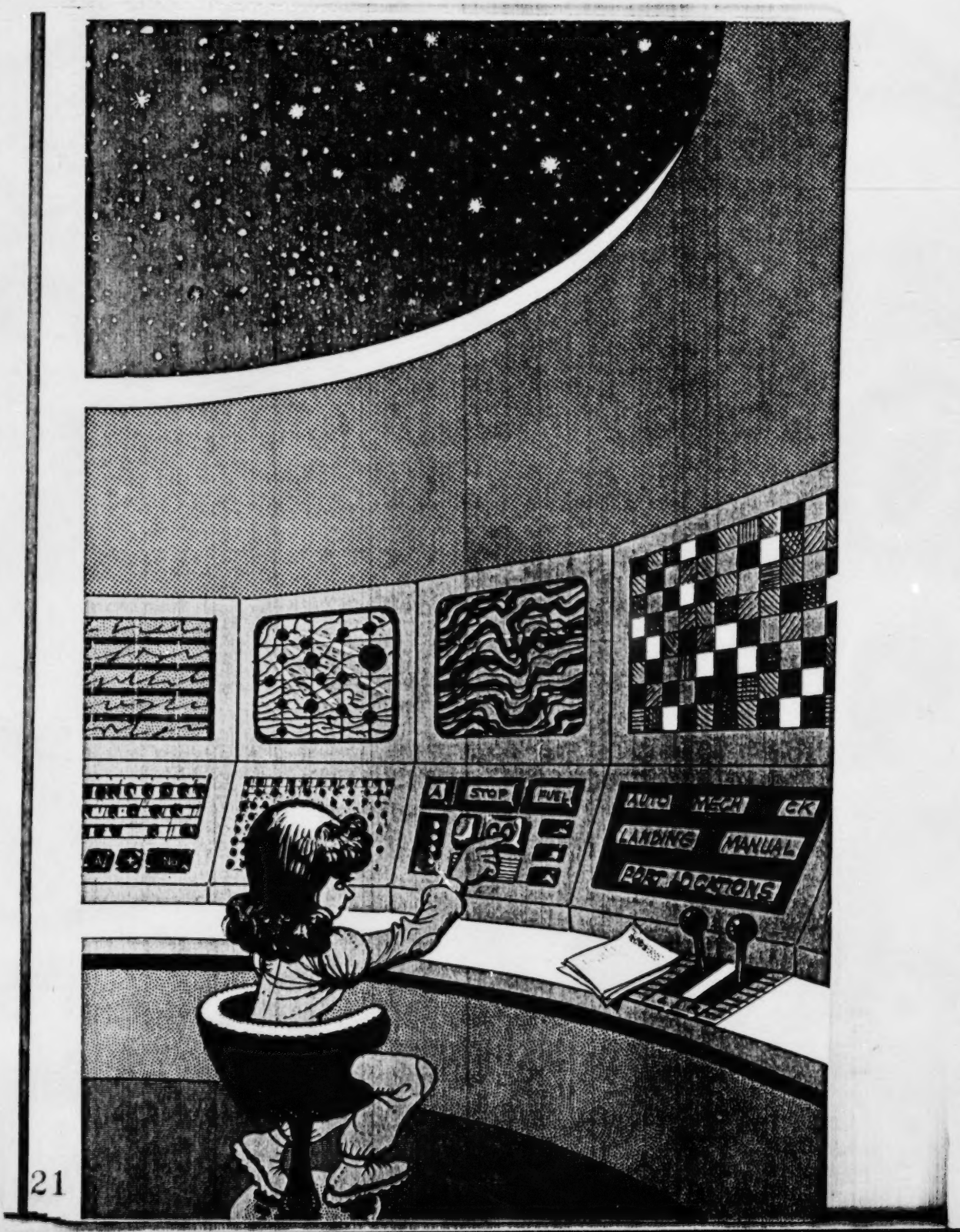
UPDATE REPORT, 1980: 80 percent of earthlings who become pregnant for the first time at age 17 or younger, never complete high school. Without a diploma, education or job training, these earthlings suffer economically throughout life. Married male and female students who do not complete high school also suffer economically.

DATA CONCLUSION: Pregnant or married earthlings should remain in school and receive the same education and job-skill training as students who are not pregnant or married. Discrimination on the basis of pregnancy or marital status is now forbidden by U.S. laws. School personnel should take positive steps to encourage pregnant or married students to remain in school.

All students, married or single, pregnant or not pregnant, now have equal opportunities to participate in all school activities. Pregnant and married students may participate in all classes, including physical education classes, and may compete for and receive any award, honor or elective office. Also, a pregnant student doesn't need a doctor's note to allow her to participate, unless doctors' notes are also required for all students who have health problems that may affect their participation in school.

If your school has special classes or special schools for pregnant students, a student's decision to attend must be voluntary. Pregnant students should be strongly encouraged to remain in regular schools and classes so that they may learn important job skills.

What have you recorded on your memory bank as you traveled through Rules, Customs and School Policies? Is there *sex discrimination*? If so, activate the Title Nine Distress Signal!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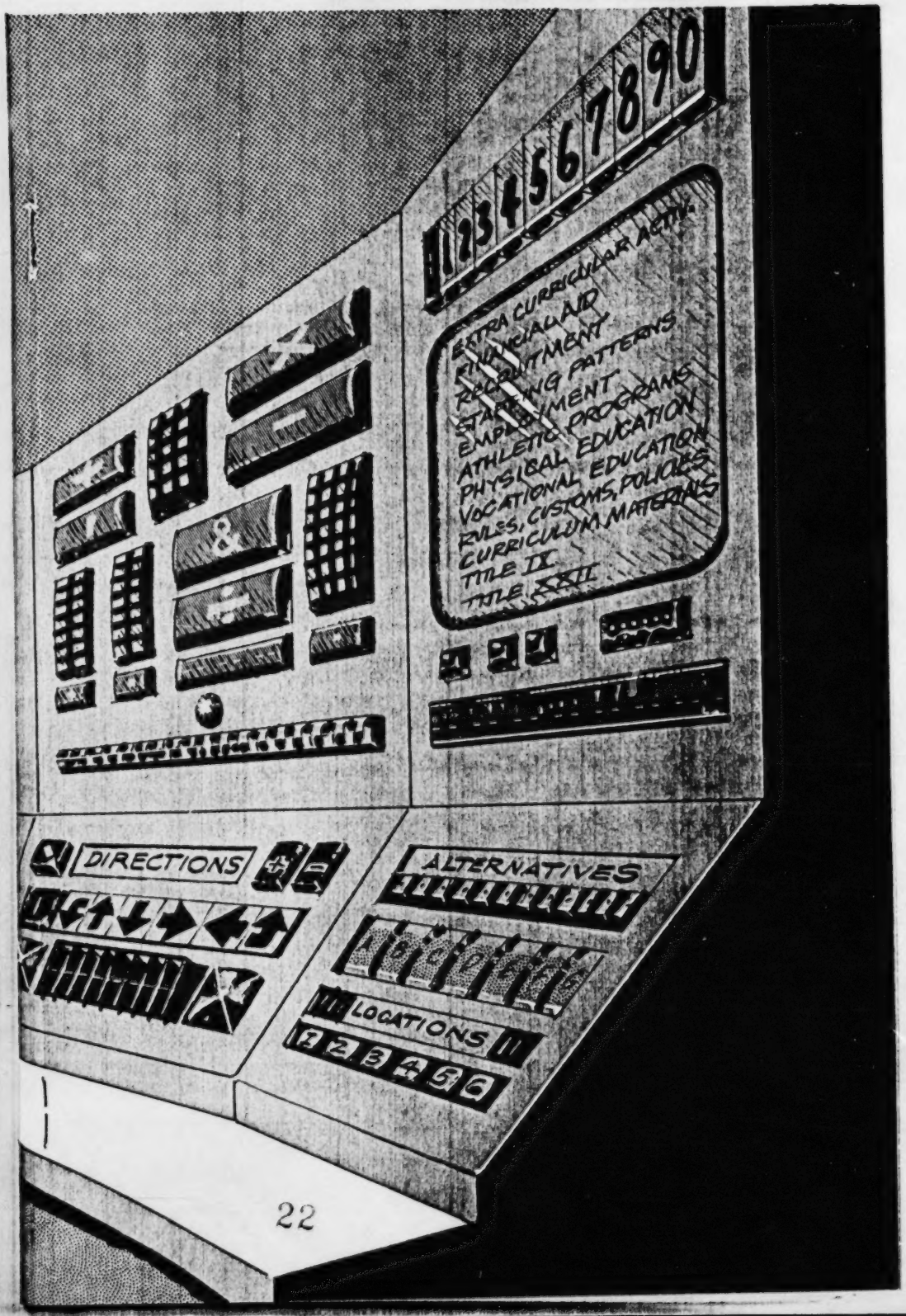
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EXTRA CURRICULAR ACTIV.
FINANCIAL AID
RECRUITMENT
STAFFING PATTERNS
EMPLOYMENT
ATHLETIC PROGRAMS
PHYSICAL EDUCATION
VOCATIONAL EDUCATION
RULES, CUSTOMS, POLICIES
CURRICULUM MATERIALS
TITLE IX
TITLE XXII
DIRECTIONS
ALTERNATIVES
LOCATIONS
A 2 B 4 C 6

Curriculum Materials

Your last port is Curriculum Materials. You can see Curriculum Materials in all your courses. Look at your books, reading assignments, audio-visual and print materials, and other instructional items.

Do curriculum materials show only men? How many women are named in the index of your history or social studies books? How many men? Are men, women, girls and boys portrayed in sex-role stereotypes? For example, are only mothers in kitchens while only fathers are working outside the home? Do only boys take out the garbage, while only girls wash the dishes? If you see sex-role stereotypes in your curriculum materials, do your teachers take the time to explain these portrayals?

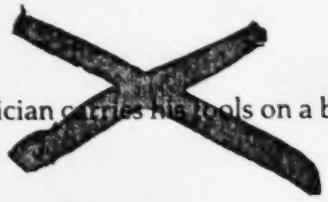
Women as well as men should be shown as accountants, engineers, pilots, plumbers, TV repairers and astronauts. Men as well as women should be shown as nurses, elementary teachers, secretaries, typists, librarians, clerks, babysitters and cosmetologists.

Life styles of families and persons should show diversity. Men as well as women should be shown cooking and taking care of children; and women as well as men should be shown mowing the lawn and working outside the home.

Girls as well as boys should be shown helping with home repairs; and boys as well as girls should be shown helping with cooking, cleaning and child care.

Words such as "housewife", "office maid" and "poetess" should be changed to "homemaker", "office cleaner" and "poet". Words such as "repairman", "businessman" and "foreman" should be changed to "repairer", "business executive" or "manager" and "supervisor".

Sentences which use only female or only male pronouns to refer to both males and females should be changed to include both pronouns or sex-fair pronouns. For example:



An electrician carries his tools on a belt.

An electrician carries her or his tools on a belt.

Electricians carry their tools on a belt.

A homemaker works long hours for her family.

A homemaker works long hours for his or her family.

Homemakers work long hours for their families.

Curriculum materials should show diversity not only in roles of female and male earthlings but also the diversity of all earthlings. Learning more about individuals and groups of both sexes and different races, national origins, religions and socio-economic backgrounds is important to your human potential. As you learn more about the diversities of humans, you learn more about yourself.

If curriculum materials fail to show the diversities of humans, and of the many roles of males and females, operate Pennsylvania's special Title Twenty-Two Distress Signal (see page 25 for operating instructions).*

*Title XXII of The Pennsylvania Code requires all schools of the Commonwealth to teach active roles and contributions of females and minorities and racial and ethnic groups in the history of the U.S. and Pennsylvania in all social studies programs. It also requires instructional programs to improve students' understanding of both sexes and different races, national origins, religions and socio-economic backgrounds.

Your ship's automatic guidance system is no longer in service. You'll have to manually guide the ship to other worlds as you venture toward *Sex-Fair Education* in your school. There are places such as Employment Practices in Your School, School Staffing Patterns, School Recruitment, Student Financial Aid, Extra-Curricular Activities and many other worlds which you have not yet visited. Contact relief ships, listed on page 29, if you want traveling directions to these places.

As you travel to your destination of *Sex-Fair Education*, you may face *sex discrimination* many times. If Title IX or Title XXII cannot effectively deal with certain discriminatory actions, two Pennsylvania laws can help you.

—The Equal Rights Amendment to the Pennsylvania Constitution, which prohibits discrimination on the basis of sex.

—The Pennsylvania Human Relations Act, which guarantees every Commonwealth citizen the right to freedom from discrimination in employment, housing and places of public accommodation, including schools.*

*The Pennsylvania Human Relations Commission, 100 North Cameron Street, Harrisburg, PA 17101.

You're on your own now to . . .
SEX-FAIR EDUCATION!

How to Operate The Title Nine Distress Signal

1. Make notes of sex discriminatory practices. Be as accurate as possible about the date, school name, description of the situation and other details.

2. Ask your school principal who the Title IX Coordinator is for your school district. Contact the Title IX Coordinator and present your information.* He or she must respond to your distress signal alert within a reasonable amount of time. Depending on the nature of the problem, the sex discriminatory practice should discontinue in a few days or months. If the practice is not stopped within a reasonable amount of time, go to step 3. You may prefer to go directly from step 1 to step 3, since step 2 is optional.

3. You need louder distress signals. This involves a letter written by you or by a group or community organization which shares your concern. Include all your step 1 notes and an account of any step 2 attempts to stop sex discrimination. Send your letter to:

   Regional Director
   Office for Civil Rights
   P. O. Box 13716
   Philadelphia, PA 19101

   The Office for Civil Rights, within 15 days of receipt of your letter, will inform you of its course of action.

*The PDE Bureau of Equal Educational Opportunity may be contacted for assistance. See page 29.

How to Operate The Title Twenty-Two Distress Signal

1. Make notes of the discriminatory references in your curriculum materials. Be as accurate as possible and include book titles, brochures, publishing companies, names of courses where curriculum materials were used, and other information.*

2. Contact your school district's Title IX Coordinator. After you have presented your information, the Title IX Coordinator will tell you whether she or he can help you. If not, go to step 3. You may prefer to go directly from step 1 to step 3, since step 2 is optional.

3. Write a letter that includes all the information from above and send it to:

   Secretary's Office
   Pennsylvania Department of Education
   333 Market Street, Tenth Floor
   P.O. Box 911
   Harrisburg, PA 17108

   Within a reasonable amount of time, you will receive a response informing you what will be done to end the discriminatory references in your curriculum materials.

*The PDE Bureau of Equal Educational Opportunity may be contacted for assistance. See page 29.

Things to Do While Traveling to *Sex-Fair Education*

Sometimes a long journey can be boring. As you travel to your destination, there will be days when there's "nothing to do." Sex-Fair Education will seem a million miles away, and you may become discouraged. To fill in slow moments, consider some of the following activities.

1. Check your school newspaper for language that discriminates against one sex, or uses only female or only male pronouns to refer to both males and females. Ask your school editor or student reporters to include articles on sex-fair education.

2. Check for sex-fair language on your school's bulletin boards, especially bulletin boards on which are posted employment opportunities. Contact your school administrator if you see language containing discrimination.

3. If a friend, teacher, school administrator or family member says something derogatory about one sex, respond in a positive way to encourage sex-fairness. For example, if someone says, "Boys can be so rude!" you should politely say, "Girls can be rude, too."

4. Look at your community, especially the business sections of your community, for sex discrimination. For example, a furniture store window may display an executive desk with a male mannequin sitting behind the desk. Ask to speak to the store manager and tell her or him that you are concerned about the implications of a male mannequin. Young girls and boys may walk by the window and falsely assume that only men sit behind executive desks.

5. Ask your school counselor to form discussion groups on sex-fair education and practices of sex-role stereotyping and socialization. Talking about mutual problems and ways to improve school and student communications will encourage awareness and concern for sex-fairness in your school.

6. Ask your school principal to invite a speaker to an assembly or classroom to discuss sex discrimination or other subjects dealing with sex roles in the home or at work.

7. Organize a panel of students to discuss career options, the changing family structure, the diversities of humans, sexism or other topics of interest to students.

8. If students lack motivation in planning for careers or achieving sex-fair education in your school, ask your guidance counselor to start a series of workshops for students. Workshops in weekly sessions could be conducted for subjects such as athletics programs, vocational education, sex-fair education, curriculum materials and nontraditional careers.

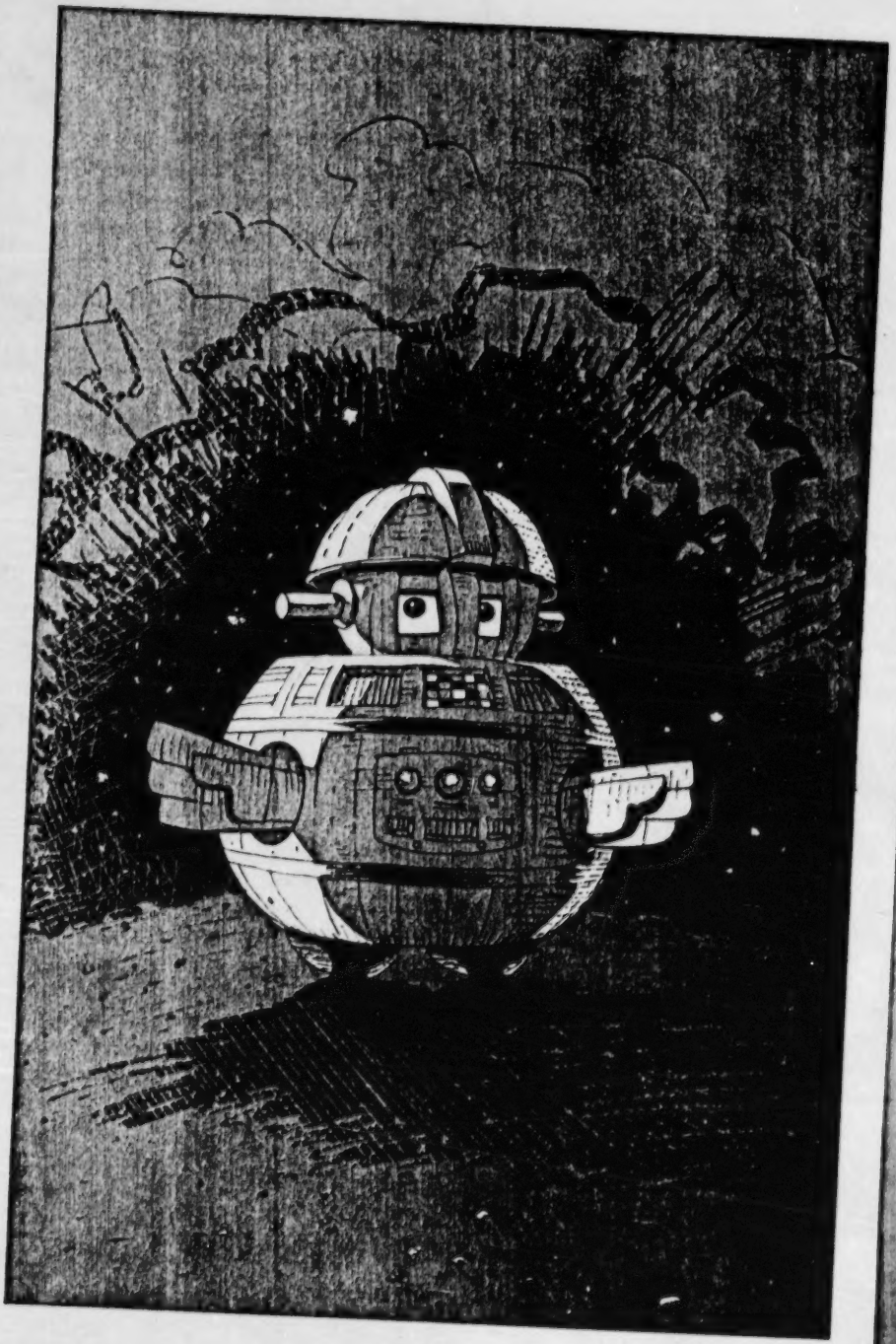
9. Look at print materials in your school's career library. Do pamphlets or books use sex discriminatory language? Are girls as well as boys encouraged to look into electronics and carpentry? Are boys as well as girls encouraged to look into stenography and child care? If not, ask your guidance counselor to improve the library.

10. Check your library's subject-card catalogue. Look for:

Afro-American Studies
Ethnic Attitudes
Masculinity (Psychology)
Minorities—U.S.
Race Discrimination
Race Problems
Sex Discrimination in Education
Sexism
Woman—History and Condition of Women

If your library has few books on these subjects, ask your librarian or school principal to order more books under these subjects.

11. Ask the school principal for a copy of your school's student enrollment figures. Are pregnant or married students quitting school? If so, ask your principal what is being done to encourage pregnant or married students to remain in school. If very little is being done, suggest special workshops or counseling services for these students.



Relief Ships Available

If you should get lost or need encouragement as you journey to *Sex-Fair Education*, contact the following relief ships.

—The Bureau of Equal Educational Opportunity and the Vocational Education Equity Program, Department of Education, 333 Market Street, Harrisburg, PA 17108 (717)783-9531, have free publications and audiovisual aids for lending. They also offer workshops on Title IX, equity in vocational education and other subjects dealing with equal educational opportunity and offer technical assistance to parents, students and school personnel.

—American Association of University Women (AAUW), 2401 Virginia Ave., N.W., Washington, D.C., 20037, has a monitoring kit available ($1.50) for students or school personnel who are interested in *Sex-Fair Education*.

—Mid-Atlantic Center for Sex Equity, 2046 Mt. Vernon St., No. 1, Philadelphia, PA 19130, (215)232-2424, helps public school districts meet requirements of Title IX.

—Pennsylvania Commission for Women, P.O. Box 1325, Harrisburg, PA 17105, publishes a free bimonthly newsletter, *Womenews*, and has rent-free films and other services available.

—Women's Educational Equity Communications Network, Far West Laboratory for Educational Research and Development, 1855 Folsom St., San Francisco, California, 94103, publishes a free newsletter, *Network News and Notes*, and other publications.

—Project on Equal Education Rights (PEER), 1112 13th St., N.W., Washington, D.C., 20005, offers a Title IX Guide for students and parents; *Cracking the Glass Slipper: PEER'S Guide to Ending Sex Bias in Your School,"* ($5.00). PEER also distributes a free quarterly newsletter, *PEER Perspective* and other publications.

—SPRINT, 805 15th St., N.W., Suite 822, Washington, D.C., 20005, is an organization that advocates sex equity in athletics. It publishes a free quarterly newsletter, *In The Running*, and has a toll-free information number, 800-424-5162. SPRINT also publishes free Title IX fact sheets for young people, ages 9 to 11, and ages 12 to 14.

—*Jack and Jill*, a publication by the Status of Women Committee of the California State Division of the AAUW, is a booklet about sex-role stereotyping. You can order it by sending $1.00 to Editor B. B. Zimmerman, 36 Castledown Road, Pleasanton, California, 94566.

—*Self-Study Guide to Sexism in Schools*, prepared by the Education Committee of Pennsylvanians for Women's Rights, is a free booklet available from the PDE, Bureau of Equal Educational Opportunity, 333 Market St., 11th Floor, Harrisburg, PA, 17108.

—*And Jill Came Tumbling After: Sexism in American Education*, Dell Publishing Co., Inc., 1974, is an anthology of articles and stories dealing with sexism in schools, and edited by Judith Stacey, Susan Bereaud, and Joan Daniels.

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